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ABSTRACT

This selective abstract bibliography provides reference information for educators, researchers, and students concerning the effects of television on children. It contains 127 entries: 72 abstracts from "Resources in Education" (March 1973 to March 1975) and 55 listings from "Current Index to Journals in Education" (November 1971 to November 1974). Each entry includes applicable descriptor (subject index) terms. Areas covered include the effects of programing and commercials on children's creativity, reading, social behavior, and susceptibility to stereotypes, and the role of parents and teachers in mediating between television and young viewers. (Author/JMB)

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CHILDREN AND TELEVISION: AN ABSTRACT BIBLIOGRAPHY

This selective abstract bibliography includes entries from Resources in Education (RIE) from March 1973 to March 1975. Also, included are references to journal articles cited in Current Index to Journals in Education (CIJE) from November 1971 to November 1974. Citations are arranged in order according to ERIC Document (ED) or ERIC Journal (EJ) numbers, with the most recent appearing first. The purpose of the bibliography is to provide information for educators, researchers and students on the effect and influence of television on children.

Descriptor (subject index) terms used in searching RIE and CIJE were: Television, Television Commercials, Television Curriculum, Television Research, Television Surveys, Television Viewing, Educational Television, Cable Television, Closed Circuit Television, Commercial Television, Instructional Television, Public Television, Television Teachers.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked microfiche only. (See ordering directions in the back of this publication.) A few citations from RIE are not available through EDRS. If a publication is available from other sources, availability information is listed below the abstract. Articles cited from CIJE are available only in the journals cited.

CHILDREN AND TELEVISION: AN ABSTRACT BIBLIOGRAPHY

References from Resources in Education (RIE)

1. Rosengard, Barbara, Ed. Research, Demonstration, and Evaluation Studies: Fiscal Year 1973. March 1975, 74p. ED 097 988.

Adoption; *Annotated Bibliographies; Child Abuse; Day Care Services; *Demonstration Projects; Early Childhood; *Federal Aid; Foster Homes; Information Dissemination; Parenthood Education; *Program Evaluation; *Research Projects; Social Environment; Television Research; Youth

This pamphlet contains a descriptive list of projects funded in fiscal year 1973 by the Research and Evaluation Division of the Children's Bureau, Office of Child Development. In addition, a few projects are included which were funded in earlier years but are still ongoing due to an extension of the grant period. The projects are arranged by these content areas: day care, early childhood, social ecology, adoption and foster care, advocacy, children's institutions, education for parenthood, emergency services and child abuse, single-parent families, television, youth, social policy studies, information dissemination, other, and head start evaluation projects. Address information is provided with each project entry to aid the reader in obtaining further information.

2. Drabman, Ronald S.; Thomas, Margaret Hanratty. Exposure to Filmed Violence and Children's Tolerance of Real Life Aggression. March 1975, 4p. ED 097 975.

*Aggression; Conflict Resolution; *Elementary School Students; Projective Tests; Psychological Evaluation; *Reactive Behavior; *Television Viewing; *Violence

In order to measure the effects of exposure to filmed violence, 40 third-grade boys and girls were shown two television excerpts. One-half of the group viewed a segment from a violent detective series; the other half saw an exciting but nonviolent segment from a major league baseball game. Immediately afterward, each child was asked to "babysit" two preschoolers. The preschoolers eventually behaved aggressively and destructively. Children who previously witnessed the aggressive segment were significantly slower to summon adult assistance than were children who viewed the control film. These results replicate those of a similar study done by Drabman and Thomas, supporting the hypothesis that exposure to televised violence may serve to make viewers, particularly children, tolerant of real-life aggression and less likely to intervene.

3. Cosgrove, Michael; McIntyre, Curtis W. The Influence of "Misterogers Neighborhood" on Nursery School Children's Prosocial Behavior. March 1975, 15p. ED 097 974.

*Age Differences; *Children; Empathy; Friendship; Hypothesis Testing; *Social Behavior; *Social Development; Social Values; Task Analysis; *Television Research; Television Viewing

The impact of "Misterogers Neighborhood" on nursery school children's prosocial behavior was assessed. Specifically, two hypotheses were tested: (1) that children who viewed several "Misterogers Neighborhood" programs would evidence more prosocial behavior than would nonviewers, and (2) that young viewers would show an increase in prosocial behavior greater than that shown by older viewers. The five programs selected to test these hypotheses contained three basic prosocial themes: restitution, sharing, and empathy. One program a day was shown to 21 children, aged 3 to 6, randomly selected from a local nursery school population. Another group of 22 nursery school children who did not see the programs served as controls. After the viewers were exposed to the five programs, restitution, sharing, and empathy behaviors were assessed using two separate tasks. The results indicate that children viewing network programming designed to teach prosocial behavior can benefit by viewing. However, no support was obtained for the hypothesis that younger children derive greater benefits than older children from network programming.

4. Knudson, Richard L., Ed. Emphasis: Different Approaches. March 1975, 106p. ED 097 732.

Classroom Techniques; Drama; Elementary Education; *English Instruction; Fiction; Literature; *Literature Appreciation; Negro Culture; Negro Dialects; Novels; Poets; Pronunciation Instruction; Secondary Education; Speeches; Teacher Influence; Television

Articles in this publication either deal with one of a variety of topics involved under the broad heading of the teaching of English or, more specifically, concern the different approaches to the teaching of literature. Titles are "The Psychology of Remediation"; "Non-Standard Negro Dialect: Myth or Reality"; "The Teaching of Pronunciation in the Second Dialect Classroom"; "To Teach Black Culture, Serve 'Em Soul"; "American Novelists as Poets: The Schizophrenia of Mode"; "Anti-Totalitarian Fiction"; "'Gee You're a Nice Guy But a Lousy Teacher"; "What to Teach?"; "What English Teachers Should Know About Criticizing Students' Classroom Speeches"; "Renaming and Differentiating Culture Levels and Functional Varieties";

"How Television Can Be Used to Motivate Students Who Are Turned Off to Literature"; "Child Drama...And Jonathan Livingston Seagull"; "As They Like It...A Visual Approach to Shakespeare For Young Students"; "The Reading Teacher's Right to Write"; "One Day in the Life of Ivan Denisovitch--And One Day in Ours"; "Try It On Monday"; and "Cover Photo '141st Street, New York.'"

Also available from: Alan Nelson, Executive Secretary, Union College Humanities Center, Schenectady, N.Y. 12308 ($2.00)

5. Atkin, Charles K.; Gantz, Walter. Children's Response to Broadcast News: Exposure, Evaluation, and Learning. March 1975, 35p. ED 097 707.

*Childhood Attitudes; *Communication (Thought Transfer); Elementary School Students; Evaluation; Journalism; Learning; Mass Media; *News Reporting; *Television Research; *Television Viewing

This study provides evidence of the basic parameters of elementary school students' viewing of national, local, and children's news programing. About half of the children studied regularly watched the special saturday morning newscasts, while almost half watched adult news programing at least occasionally. News viewing increased steadily from kindergarten through fifth grade. A small number of children expressed positive evaluation of the Saturday "In The News" segments and a much smaller group strongly preferred adult news. Communication about news events with parents and friends is somewhat related to viewing; however, there is little evidence of parent-child similarities in actual exposure behavior. Demographically, sex is the major determinant of news viewing, as boys watched considerably more news programs than did girls. Assuming that exposure is either a sole or a reciprocal causal agent, the following tentative conclusions can be suggested: television news exposure produces moderately increased levels of knowledge about political affairs and popular events and persons; exposure to television news produces moderately increased levels of interpersonal discussion of news with peers and parents; and it stimulates perhaps half of the children to seek additional information.

6. Kaye, Evelyn. The Family Guide to Children's Television: What to Watch, What to Miss, What to Change and How to Do It. February 1975, 194p. ED 096 941.
Document not available from EDRS.

Broadcast Industry; *Children; *Commercial Television; Critical Thinking; Evaluation Criteria; Guides; Parent Influence; *Television; Television Commercials; *Television Viewing; Viewing Time; Violence

Action for Children's Television (ACT) has compiled a comprehensive guide to children's television for parents. Information about broadcasting business, techniques, and advertising is given, along with professional opinions on the value and harm of television, effects of TV violence on children, and the effects and influence of commercials. Parents are also instructed on: ways to set sensible TV rules for children as to times and types of shows; how to judge programs; methods for helping children resist commercials and develop critical thinking about them; and ways to bring about changes in children's programs by writing letters, monitoring programs, and working with both local and national groups. The Federal Communications Commission's (FCC) role, policies, courses of action, and penalties are described, along with proposals ACT has made for improved FCC rules and codes. There is a workbook section for the active participation of children in finding their own TV habits, rating programs, experimenting with viewing environments, understanding commercials and their reactions to them, and creating their own productions. The National Association for Better Broadcasting presents a guide to 1974 TV programs with a brief opinion on each one.

Availability: Pantheon Books, Inc., Division of Random House, Inc., 201 E. 50th Street, New York, New York 10022 ($2.95)

7. Greenberg, Bradley S.; Reeves, Byron. Children and the Perceived Reality of Television. February 1975, 36p. ED 096 713.

*Children; *Communication (Thought Transfer); *Content Analysis; Elementary Education; Interpersonal Relationship; *Perception; Social Influences; Student Experience; *Television Research

Based on previous research findings and original data from school children in grades 3-6, this study examines children's perceptions of reality in television as an intervening variable between exposure to the medium and the effect of television messages. The specific focus of the current research was to isolate and identify factors which have impact on a youngster's perception of the reality of television content, and to examine perceptions of content realism where the content judged varied in level of abstraction. The study examines the role of real-life experiences, interpersonal communication about television, and a set of social locators in explaining a child's perceptions of television.

8. Science For the Seventies and Instructional Television. A Project in the Use of Televised Instruction as a Component of The Systematic Development of an Instructional Thrust in Elementary School Science. Final Report. January 1975, 150p. ED 096 159.

*Elementary School Science; *Evaluation; *Instruction; Instructional Materials; *Instructional Television; Program Evaluation; *Science Education; Television

This final report of a project involving instructional television as part of elementary school science provides information relevant to the development of the science program based on a nine function model. These functions include the problem derivation and all the steps of research technique through implementation and recycling. The materials needed to implement the program are submitted in two forms: television video tapes and a handbook for teachers. The report includes a list of references, various research instruments used, summaries of visits made to classrooms using the program, and reactions of the advisory committee. Tables are presented showing teacher responses to evaluation questionnaires and other data analysis.

9. Alfke, Dorothy; And Others. Science For the Seventies. ITV Handbook For Teachers. January 1975, 94p. ED 096 158.

Behavioral Objectives; *Educational Television; *Elementary School Science; *Instructional Materials; *Instructional Television; Science Education; Teaching Guides; Television; *Units of Study (Subject Fields)

This teaching guide is a handbook for teachers using instructional television as part of an elementary school science program. The handbook deals with the how and why aspects of contemporary science education. It includes a growing set of primary and intermediate grade science lessons. Each lesson consists of science activities suited for two to five class sessions. The program is planned to help elementary teachers: (1) modify an on-going science curriculum, or (2) choose more wisely from available elementary science programs, or (3) develop a better science curriculum of their own design. The science lessons are directed toward concepts in the physical sciences. This guide provides instructional objectives, background information, and necessary equipment for each lesson. Teaching strategies and suggested time allotment for each lesson are also included.

10. Cooney, Joan Ganz. Children's Television Workshop. Progress Report. January 1975, 13p. ED 095 892.

Biculturalism; Bilingualism; Disadvantaged Youth; *Early Childhood Education; *Educational Television; Financial Support; Formative Evaluation; National Surveys; Outreach Programs; Production Techniques; *Programing (Broadcast); *Reading; Reports; *Television Research

During the third quarter of 1973 (July through September) the Children's Television Workshop (CTW) evaluated old material and planned new programing. The fourth season of Sesame Street and the second season of The Electric Company were rerun through the summer by most of the public and commercial television stations that carried the shows throughout the school year. A nationwide research study indicated that The Electric Company, now in its second season, is watched by 3.5 million in school, an increase of more than half a million viewers over the first season. Another three million watch the program at home. Research indicated that the series meets its reading instruction objective. No general changes in the curriculum for The Electric Company are planned, but there will be some changes in emphasis. Sesame Street's new programing will give fuller treatment in the bilingual/bicultural area as well as in the area of emotions and feelings. Because of reduction in funding from public sources, new funding sources and investments are being explored.

11. Streicher, Lawrence H.; Bonney, Norman L. Children Talk About Television. January 1975, 27p. ED 095 850.

Affluent Youth; *Childhood Attitudes; Children; Family Life; Females; Interviews; Males; Media Research; *Parent Attitudes; Parent Child Relationship; Programing (Broadcast); *Television; Television Commercials; *Television Research; *Television Viewing

Groups of boys and girls at two summer day camps in 1970 were interviewed on the manner in which they viewed television, thought about it, and talked about it among themselves. The areas explored were: (1) the types of programs which they reported liking or disliking, (2) the types of programs which they felt informed them, (3) their attitudes toward commercials, and (4) the factors associated with their perception of the credibility of the various types of presentations of roles, situations, and information. Information also was sought on the manner in which disputes with parents or siblings over which programs to watch were managed. The children were found to prefer entertainment programs and to consider most commercials annoying. Family conflicts over which program to watch appeared to be a powerful stimulus for political interaction within the family.

12. Chulay, Cornell; Francis, Sara. The Image of the Female Child on Saturday Morning Television Commercials. January 1975, 13p. ED 095 603.

Childhood Attitudes; *Children; Commercial Television; *Females; Propaganda; Publicize; Role Models; *Role Perception; *Sex Stereotypes; *Television Commercials

Combining two issues significant in contemporary broadcasting--the influence of television on children and the role of women as portrayed by the media, this study analyzed the image of female children in 294 television commercials shown from eight in the morning until noon every Saturday from November 10, 1973, until December 8, 1973. Although the child was used as the primary unit, appearing on screen for at least 3 seconds or having at least one line of dialogue, other items also qualified for coding, for example, number of males and females, the product advertised, voice-over, setting, and the primary role of the female. Using Holsti's formula for multiple coders, dual coder reliability was established at .99. Results showed television as trying to orient the female child to traditional feminine roles in society as the typical wife and mother concerned about her appearance and accepting the role of a sex object. The concept of women as being independent and successful in the business world is not shown.

13. Pierce, Frank N.; And Others. Perceptions of Television Advertising Directed at Children: An Investigation of The Views of an Entire Community, April and May, 1974. January 1975, 42p. ED 095 559.

Children; Communications; Journalism; Media Research; *Programing (Broadcast); *Publicize; *Public Opinion; Surveys; *Television Commercials; *Television Research

A survey of 900 residents of Gainesville, Florida, conducted in April and May 1974 assessed their opinions on a number of statements regarding advertising and programing on children's television shows. Of the 14 statements used, 6 were worded so that the television advertiser might be regarded as a "good guy" or his "commercial as hero." The other 8 portrayed the advertiser as a "bad guy" or his "commercial as anti-hero." The respondents arrayed themselves against the advertiser and his commercial 11 separate times, a plurality which should cause considerable thought among broadcasters, advertising agencies, and advertisers who program and advertise on children's television shows.

14. Liebert, Roland J. "The Electric Company" In-School Utilization Study. Volume Two: The 1972-73 School and Teacher Surveys and Trends Since Fall 1971. December 1974, 238p. ED 094 775.

Adoption (Ideas); *Educational Television; Elementary School Students; Intermediate Grades; National Surveys; *Program Evaluation; *Reading Instruction; *Statistical Data; Surveys; Teacher Attitudes; Television; Television Viewing; Video Equipment

A second-year study was made of the in-school utilization of "The Electric Company" television series. The findings reported here provide feedback to the series' users and producers. As in the first year study, the data up-date information on the technical capabilities of schools to use television, on applications of educational television, and on the attitudes of students, teachers, school administrators, and the educationally involved public toward television as an instructional medium. The data are based largely on information provided by sample surveys of elementary school principals and teachers who were questioned nationwide during the 1972-73 school year. Three mailed surveys were involved. The results of the surveys showed that in-school utilization expanded considerably in most areas of the nation, with the series being used by an increasingly diversified range of schools. Some but not all of this expansion was due to improvements in the technical capabilities of schools. At the same time, pupil viewing patterns shifted somewhat to give even greater exposure to slow reading target pupils, and to provide more selective use of the series for a limited number of grade levels in an adopter school. Rural and private schools have gradually achieved utilization levels equal to urban schools.

15. Letter of Complaint to The FCC Against The Columbia Broadcasting System. December 1974, 90p. ED 094 770.

Agencies; *Broadcast Industry; *Children; *Citizens Councils; Commercial Television; Elementary School Students; Government (Administrative Body); Preschool Children; Publications; *Publicize; *Television Commercials

The Council on Children, Media, and Merchandising, in a letter to the Federal Communication Commission (FCC), issued a formal complaint

against the Columbia Broadcasting System (CBS). The Council charges that CBS has failed to meet its public interest obligations, as well as its obligations under the fairness doctrine, with respect to advertising aimed at children. The Council says that it first raised its concerns with the network, attempting to meet the FCC's requirement of good faith attempts to resolve disputes between citizens and broadcasters outside its legal processes. The Council maintains that CBS chose to deny its responsibilities to children rather than accept the mandate of the Communications Act. As a result, the Council has been forced to come to the FCC to seek enforcement of this obligation. The Council urges the FCC to reaffirm broadcasters' obligations to children by requiring CBS to present information to children that would educate them about television advertising. The Council also urges the FCC to investigate CBS's failure to inform adult viewers of the children's advertising issue to determine whether it has violated the first, as well as the second leg of its fairness doctrine obligations.

16. Cheles-Miller, Pamela. An Investigation of Whether The Stereotypes of Husband and Wife Presented in Television Commercials Can Influence a Child's Perception of The Role of Husband and Wife. December 1974, 13p. ED 094 439.

Behavior Patterns; *Educational Research; Elementary Education; Marriage; Publicize; *Role Models; *Role Perception; Self Esteem; *Sex Stereotypes; *Television Commercials

The purpose of this study was to determine whether the stereotypes of husbands and wives presented in television commercials can influence a child's perception of the role of husband and wife. Ten classes, five fourth and five fifth grade classes, from the Logan Public School System in Georgia participated in the study. Four conclusions were reached: some demographic and attitudinal variables are related to a child's susceptibility to stereotypes of social role models projected in television commercials; television commercials reflect the present values and characteristics commonly associated with the roles of husband and wife; whether a mother works outside the home or stays at home has no measurable effect on the degree to which her child accepts the stereotypic roles in television commercials; and since a child's self concept level can influence how he responds to commercial messages, advertisers would be wise to explore the reactions and preferences of the different self-esteem groups and attempt to capitalize on these preferences in their commercials.

17. Atkin, Charles; Gantz, Walter. How Children Use Television News Programming: Patterns of Exposure and Effects. December 1974, 31p. ED 094 431.

Childhood Attitudes; *Elementary School Students; Environmental Influences; *News Media; Television; *Television Viewing

In order to determine the extent of children's exposure to national, local, and Saturday morning news programs and to gauge the impact on the child of news viewing, interviews were conducted with 703 children from kindergarten through fifth grade in inner-city, suburban, and rural schools, and with mothers of 236 students. Results showed that: (1) news viewing begins early in life, increasing with age; (2) boys watch more news programs than do girls; (3) there are only slight differences by race, academic ability, and political interest; (4) children do not tend to imitate parents' news viewing behaviors; and (5) opportunity (exposure to surrounding early evening and Saturday morning programs) is a major factor in producing news viewing. Moderate correlations were obtained between frequency of news watching and indices of political knowledge and general familiarity with current events. (A list of references and tables of findings are included.)

18. Determining The Effects of "Developing Readiness For Pre-School Children Via Television": A Title III Project. November 1974, 119p. ED 093 484.

Data Analysis; *Educational Television; *Kindergarten Children; Parent Reaction; Preschool Learning; *Program Evaluation; Rating Scales; *Reading Readiness; School Readiness Tests; Sex Differences; Socioeconomic Influences; Teacher Attitudes; *Televised Instruction; Television Surveys

This report attempts to measure the first year effects of a local television series designed to increase reading readiness. Kindergarten children enrolled in the Lake Central Schools were subject for testing the effectiveness of the TV readiness program. Other evaluation inputs included kindergarten teacher rater judgements and a survey of Lake Central School Corporation parents in the viewing area of Channel 50. Data was collected and analyzed which would yield an evaluation as to: 1) the overall effectiveness of the approach as measured by results upon kindergarten children,

2) the specific effects upon children by pupil types which included sex, socio-economic status, and I.Q., 3) the apparent quality of each of the 48 films to develop readiness skills, 4) the apparent receptivity of parents of young children in the Channel 50 viewing area to the project, and 5) the basis for needed changes and revisions so as to improve the effectiveness of the project during its development period. Rating scales, test results and a complete analysis of evaluation material are included in the appendices which comprise most of this document.

19. Cagno, Dick; Shively, Joe E. Children's Reactions to Segments of a Children's Television Series. Technical Report Number 34. November 1974, 30p. ED 093 357.

*Evaluation; Material Development; Observation; *Preschool Children; Production Techniques; *Programing (Broadcast); *Techniques; *Television Research

An observational evaluation study was made to code 3-, 4-, and 5-year old children's responses and behavior to daily TV lessons. The AEL program, Around the Bend, used a format paced to permit children to respond to instructions. It included a number of different programing techniques (animation, film segments, visitors, art and crafts, animals, audio and perceptual discrimination material, puppets, models and 3-D objects, music, and stories). The key to providing interesting and appealing programing seems to be based upon variety and the use of short segments. Programs that rated high were those that contained a collection of programing techniques that were identified in the ten categories as generating high degrees of unelicited responses from children.

20. Shively, Joe E. Educational Television Personnel's Review of the Technical Quality, Content Criteria, and Marketability of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 31. November 1974, 21p. ED 093 356.

Children; Early Childhood Education; *Educational Television; *Evaluation; Evaluation Criteria; Evaluation Methods; Feasibility Studies; Marketing; Media Research; *Media Selection; Observation; Preschool Education; Preschool Learning; Production Techniques; *Programing (Broadcast); *Television Research; Television Viewing; Video Tape Recordings

In order to determine whether Appalachia Educational Laboratory (AEL) had the capability of producing a TV series of high technical quality with content that met criteria designed for the selection of children's television programs, a pilot tape produced by AEL was submitted for rating to educational television (ETV) specialists from the state departments of education serviced by AEL and other ETV facilities. Most of the specialists reacted favorably to the tapes in terms of meeting the selection criteria, providing a variation in character images, and exhibiting technical quality. Many felt that a series similar to the pilots would be suitable for use in their areas. Several individuals did indicate concern over the relative emphasis of children versus adults, the reality of the situations, and the advanced level of the vocabulary used in the tapes. ETV personnel from AEL's geographical region gave more positive ratings than did other ETV personnel. Based on these responses, it appears that AEL has demonstrated its capability of producing TV tapes which exhibit technical quality and meet the selection criteria for children's programs.

21. Shively, Joe E. State Department Early Childhood Education Program Specialists' Review of the Content and Technical Quality of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 30. November 1974, 14p. ED 093 355.

Early Childhood Education; Educational Television; *Evaluation; *Evaluation Criteria; Evaluation Methods; Marketing; Media Research; *Media Selection; *Observation; Preschool Education; Preschool Learning; Production Techniques; Programing (Broadcast); *Television Research; Video Tape Recordings

In order to determine whether Appalachia Educational Laboratory (AEL) had the capacity to produce a TV series of technical quality and whose content meets criteria designed for the selection of children's television programs, two pilot tapes were produced by AEL and submitted for rating to seven early childhood education specialists from seven state departments of education and to one specialist affiliated with a national organization. Based on the responses of these eight individuals to a questionnaire dealing with content and technical quality, it appears that AEL has demonstrated the capacity to produce TV tapes which exhibit technical quality and meet content selection criteria. Most of the specialists rated the pilot tapes positively in terms of meeting the selection criteria, providing a variation in character image, exhibiting technical quality; and nearly all thought a series similar to the pilots would be suitable for use in their states. There was concern over the age of the target population, the relative emphasis of children versus adults, and the continuity of the segments.

22. Shively, Joe E. Commercial Television Personnel's Review of the Technical Quality and Marketability of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 29. November 1974, 24p. ED 093 354.

Early Childhood Education; Educational Television; *Evaluation; *Evaluation Criteria; *Evaluation Methods; Marketing; Media Research; *Media Selection; Preschool Learning; *Television Research; Television Viewing; Video Tape Recordings

In order to determine whether Appalachia Educational Laboratory (AEL) had the capacity to produce a TV series of sufficient quality, two pilot tapes were produced by AEL and then submitted for rating to nine broadcasting specialists from several commercial TV stations. Based on the responses of these nine individuals to a questionnaire dealing with technical quality and marketability, it appears that AEL has been able to demonstrate its capacity to produce TV tapes of sufficient quality. The tapes were judged to be average to above average in quality in 15 of the 16 technical categories on which they were rated. Only one category, "Continuity of Programing," was felt to be average or below in technical quality. Over three-fourths of the interviewed felt that the tapes were above average with respect to technical quality, and the majority were willing to make some efforts to obtain the tapes. Attached appendixes include both descriptions of program materials and coding sheets used in the data collection.

23. Hines, Brainard W. Children's Reaction to Types of Television. Technical Report No. 28. November 1974, 44 p. ED 093 353.

Data Collection; Early Childhood Education; Educational Television; *Evaluation; Evaluation Criteria; *Evaluation Methods; Marketing; Media Research; *Observation; Reliability; *Television Research; *Television Viewing

An observational system having high inter-rater reliability and providing a reliable estimate of patterns of behavior across time periods is developed and tested for use in evaluating children's responses to a number of television styles and modes of presentation. This project was designed to meet three goals: first, to develop a valid and reliable assessment technique which would duplicate the

home viewing environment; second, to provide information to the Appalachia Educational Laboratory (AEL) staff members responsible for planning future children's programs for the National Institute of Education (NIE); and third, to compare two pilot tapes with other program segments. The observational system presented in the study overcomes the weaknesses of those used in much prior research, and is thus able to provide much useful information to program planners. Time limitations, however, prevented drawing specific conclusions across program segments and pilot tapes. Attached appendixes include both descriptions of program materials and coding sheets used in the data collection.

24. Stepp, Ermel, Jr. Demographic and Marketing Data For The Marketable Preschool Education Program. Technical Report Number 26. November 1974, 67p. ED 093 352.

Census Figures; Delivery Systems; *Demography; Distributive Education; Early Childhood Education; *Marketing; *Preschool Education; Programing (Broadcast); Residential Patterns; Sociocultural Patterns; *Television Research; Television Surveys

Demographic and marketing data was collected to justify the development of a television series for preschool children. The terms "demographic" and "marketing" have been constricted in meaning for pertinence to educational program development. Demographic points were made pertaining to population, family income, percent of families below poverty level, women with own preschool children, families with preschool children and the population of 3-, 4-, 5-year-old children in Appalachia. The points were based principally on county data from the 1970 census conducted by the United States Bureau of the Census. Selected marketing data are presented pertaining to television households, television station distribution in Appalachia, and broadcast coverage of the region. The data are principally based on the "television fact." Appendices together with a numerous list of tables and figures are included.

25. Salomon, Gavriel. Cognitive Effects of Media in Interaction With Learners' Traits. October 1974, 18p. ED 092 120.

*Cognitive Development; Early Childhood Education; Educational Television; Field Studies; *Learning; Learning Characteristics; Mass Media; *Media Research; *Models; Research Methodology; *Television; Television Research

This is an initial examination of findings from laboratory and field studies done in Israel on the cognition-cultivating functions of media. The studies reasoned that highly explicit presentations of film-mediated operations can be imitated by observers, and that once imitated, they are internalized and can serve as modified mental skills. Two laboratory experiments provide empirical support. A field study of "Sesame Street" in Israel sought to determine if, in fact, a mass medium can produce cognitive changes. The absence of an adequate control group was solved by the methodological technique of multiple regression. A few of the findings of this complex study are that media can be made to affect mental skills, and that given sufficient novelty and cognitive stress, media does cultivate specific abilities. Second, television is an imporatnt force in cognitive development, although little is yet known about exactly how this takes place, with whom, and under what conditions. Third, the distinction made between formats that accomplish the function of modeling skills has received empirical support; and finally, the findings show who learns more through modeling and who from skill activation.

26. Van Wart, Geraldine. Carrascolendas: Evaluation of a Spanish/English Educational Television Series Within Region XIII. Final Report. Evaluation Compenent. October 1974, 234p. ED 092 089.

*Early Childhood Education; *Educational Television; Elementary Grades; *Media Research; *Mexican Americans; Parent Attitudes; Personnel Evaluation; *Program Evaluation; Spanish Speaking; Student Attitudes; Summative Evaluation; Teacher Attitudes; Television Curriculum; Tests

This fourth year evaluation reports the effects and usage of "Carrascolendas," a children's television series in Spanish and English. Research was conducted in Texas schools and encompassed three phases: a field experiment to measure learning effects; attitudinal surveys among teachers, parents, and children; and a process evaluation of the education service center Carrascolendas staff members. The field experiments consisted of viewer and nonviewer groups of Mexican-American children, grades K-3. Criterion referenced instruments designed in Spanish and English were administered which compared viewer and nonviewer scores. Combined viewers made a significant gain score increase in the Spanish areas of history, culture, and reading; and in the English areas of history, culture, and science. The content areas which had the least impact in Spanish and English were math and self-concept. Survey elicited attitudes

indicate increased improvement in the use of Spanish and English by children and greater pride in the Mexican-American culture. Attitude items on which viewers made significant gains over non-viewers dealt with speaking Spanish and teacher approval of school work. The process evaluation summarizes activities and describes the services and interaction which were provided.

27. Lesser, Gerald S. Children and Television: Lessons From Sesame Street. September 1974, 290p. ED 090 984. Document not available from EDRS.

Books; *Children; Cognitive Development; Disadvantaged Youth; Early Experience; Educational Television; Instructional Design; *Planning; *Preschool Children; Preschool Education; Preschool Programs; *Programing (Broadcast); Public Television; Telecommunication; *Television

An historical record is presented of the processes by which the children's television program, Sesame Street, was created, developed, and implemented. Particular attention is focused on the concept of using a team of educational advisors, professional researchers, and television production specialists to blend the technology of television and the art of entertainment with specific pedagogical aims. The ultimate goal of this team is described as having been the creation of a worthwhile cognitive curriculum and its transformation into television programs which would have a significant impact on preschool children, especially the heretofore neglected poor, nonwhite, urban children. The four major sections of the book present chapters which deal with the development of the children's television workshop proposal for Sesame Street, planning the program, the broadcasting of Sesame Street, and the lessons learned from the overall experience.

Availability: Random House, Inc., 201 East 50th Street, New York, N.Y. 10022 ($10.00)

28. Laosa, Luis M. Carrascolendas: A Formative Evaluation. September 1974, 203p. ED 090 968.

Anglo Americans; Attention; Bilingual Students; Comprehension; Cubans; *Educational Television; *Elementary School Students; Eye Movements; Formative Evaluation; Mexican Americans; *Program Evaluation; Programing (Broadcast); Puerto Ricans; Retention; *Spanish Speaking; Television Research; *Television Viewing

A formative research project sought to test viewer reactions to two pilot programs of the Carrascolendas series. A total of 360 Puerto Rican-American, Cuban-American, Mexican-American, and Anglo-American children in grades 1, 2, and 3 were observed as they watched the programs. Results indicated that there was high eye contact during the presentation and that viewers frequently smiled and laughed. Verbal modeling, physical modeling, and program-related verbalizations were relatively infrequent. Posttests showed that, on the average, students comprehended and recalled two-thirds of the material. Girls manifested more eye contact than boys, and eye contact was found to be correlated positively with the individual's level of perceptual-cognitive development and with comprehension and recall, but negatively with verbalization and modeling. In addition, significant inter group differences were discovered for the variables of eye contact, verbal modeling, smiles, and laughter.

29. Starkey, John D.; Swinford, Helen Lee. Reading? Does Television Viewing Time Affect It? September 1974, 12p. ED 090 966.

Correlation; *Elementary School Students; Grade 5; Grade 6; *Reading Ability; Reading Achievement; Reading Level; Reading Research; *Television Research; Television Surveys; *Television Viewing

Two hundred twenty-six 5th and 6th graders were the subjects of this study to correlate amount of television viewing and reading scores. It was found that the average viewing time per week for girls was 28 hours and for boys 30 hours. A slight relationship was reported between reading ability and amount of leisure time spent watching television. The better readers were found to watch less television than poor readers. Among the children surveyed, a low percentage of parental supervision of television was reported. Only 38% of the children stated that they were not allowed to watch some shows. Only 28% said that they were allowed to watch television as long or as late as they wished. No relationship was shown between a child's access to a private TV and his viewing time or reading ability. Other studies of the influence of television viewing on children are discussed throughout the report. The authors conclude that not all television viewing is a bad influence on the child and that a child should be taught to be a discriminating television viewer.

30. Baran, Stanley J. Pro and Antisocial Television Content and Modeling by High and Low Self-Esteem Children. September 1974, 21p. ED 090 598.

*Anti Social Behavior; Behavior Patterns; Child Development; *Children; Individual Differences; Mass Media; *Programing (Broadcast); Self Concept; *Self Esteem; Social Behavior; *Television

Children will individually react to television program content according to different psychological characteristics, one of which is self-esteem. Results of one study revealed a definite relationship between a child's self-esteem and his "modeling," or imitative behavior, after observing a televised film. A self-esteem inventory was administered to elementary school students, and those who scored in the first and fourth quartiles were selected for observation. Half of the group viewed a special film that depicted both prosocial and antisocial actions and then were allowed, individually, to play with toys in a room similar to the one shown in the film. The others played with the toys in the same room but had not first seen the film. Results indicated that a low self-esteem child imitated more and to a greater extent the prosocial than the antisocial behaviors viewed on television compared to high self-esteem children. High self-esteem males imitated antisocial behaviors to a significantly greater extent than all females or low self-esteem males. Sex and self-esteem, together with the behaviors viewed in the television film, were reliable predictors of antisocial or prosocial behaviors.

31. Singer, Jerome L.; Singer, Dorothy G. Fostering Imaginative Play in Pre-School Children: Effects of Television-Viewing and Direct Adult Modeling. August 1974, 46p. ED 089 873.

Affective Behavior; Aggression; Attention; Emotional Development; *Observational Learning; *Play; *Preschool Children; Sex Differences; *Social Development; *Television

This study represents part of an extended research program designed to explore the various parameters of imaginative play in children and their relationship to the later development of daydreaming and various cognitive skills or personality characteristics. The specific focus of this investigation was on role of adult intervention represented either by an actual teacher working with three and four-year-old children or by variations involving a live model in combination with a television program which placed considerable emphasis on make-believe. Other variables examined included indications of

positive emotionality during play, ability to concentrate and carry through a sequence of connected activities, and the likelihood of direct physical assault on other children. Results indicated that children were most influenced when an adult acted as an intermediary while they watched television. Results are discussed in terms of the above mentioned variables. Educational implications are also cited.

32. Biggy, Virginia M. Acquiring Skills Essential to Learning. Preliminary Report. August 1974, 61p. ED 089 798.

Communication (Thought Transfer); Curriculum Design; *Curriculum Development; Elementary Grades; Evaluation; Instructional Design; *Instructional Programs; Learning; Mathematical Applications; *Programing (Broadcast); Program Proposals; Questioning Techniques; *Skill Development; Television Curriculum

A proposal for the creation of a series of instructional television programs has been developed by the Agency for Instructional Television. The programs will focus upon essential skills in the areas of communications, computation, inquiry, and analysis and evaluation and will be organized at three levels for children of kindergarten age through eight years, eight through ten, and ten through 12. Instruction will emphasize increasingly difficult uses of these skills and stress their continuous practical application in realistic situations. Each program will be brief and based upon sound educational principles relating to instructional design, pre- and post-assessment, evaluation, reinforcement, feedback, and application. Specialists drawn from among teachers, educational researchers, psychologists and television professionals will comprise the production team and insure that the programs are faithful to these basic instructional precepts.

33. Williams, Sally. Television and the Young Consumer. An Analysis of Consumer Needs of Children and a Proposal For the Utilization of Television to Meet These Needs. August 1974, 33p. ED 089 738.

The Committee on Children's Television (CCT) and five commercial television stations in San Francisco designed and broadcast television messages for children to help them to develop healthy eating habits

and sound consumer skills. Surveys showed that: 1) children aged 9-13 spent about $10 per month, mainly for toys and sugar-related snacks; 2) that children's purchases were influenced by television; and 3) that children were skeptical about the credibility of television commercials. A consumer message team was developed by CCT and the stations, consisting of experts on medicine, nutrition, child development, and television production, along with diverse groups of parents. A series of educational "sports" or "ads" were produced and televised; indications were that these had an impact upon children's behavior. Guidelines for establishing a community-broadcaster consumer education group were created and suggestions were developed regarding how three programing formats--commercial spots, general entertainment, and public service programs--could be used to deliver consumer messages to children.

34. Meyer, Timothy P. Children and Television Violence. August 1974, 15p. ED 089 385.

*Aggression; Anti Social Behavior; Behavioral Science Research; Child Development; Childhood Attitudes; Child Psychology; *Children; *Programing (Broadcast); *Television; *Violence

The question of whether violence depicted on television causes viewers to act aggressively is meaningless because it implies a simple "yes" or "no" response. Effects of mass media depend on the types of viewers and content as well as the conditions of message reception. Television violence can affect the behavior of children on some occasions. Studies of media violence have revealed one or more of three general effects. First, children can learn violent acts through observation but will or will not tend to imitate them depending on whether the violent acts are perceived as rewarding or not. Second, media content can increase the likelihood of aggressive behavior by the viewer if he is predisposed to aggression by feelings of anger toward another person. Finally, however, the viewing of violence can reduce the likelihood of aggressive behavior if the content provides some form of catharsis for the angered viewer or if it does not provide positive reinforcement for aggressive action. The proportion of children affected by television violence has yet to be determined, but such program content seems to be doing far more harm than good.

35. Feeley, Joan T. Television and Reading in the Seventies. August 1974, 14p. ED 089 258.

Early Childhood Education; Educational Television; *Instructional Television; *Reading Instruction; *Reading Readiness; *Reading Research; *Television; Television Research

This literature review groups reports and studies, on the usefulness of television technology in the teaching of reading, into two broad categories, those in which the medium is used to actually teach sound-symbol relationships and those in which the medium is used as a motivational device to interest children in print. "Sesame Street" and "Electric Company" are evaluated with respect to their effectiveness in promoting reading readiness and motivating interest in print. The conclusions of the study indicate that television seems to be dealing mainly with the surface structure of written language. Several questions are posed: (1) can television go beyond to the higher level communication processes that take place when a reader interacts with a text? (2) can it help to increase the productivity and quality of reading instruction? and (3) can it eventually provide a viable alternative route to literacy for developing countries. It is suggested that the answers to these questions lie in future research and development policies.

36. Lebaron, John. Television and the Urban Child. July 1974, 16p. ED 088 495.

Cable Television, Communication (Thought Transfer); *Educational Technology; *Educational Television; Elementary Grades; Low Achievers; Lower Class Students; Media Technology; Program Descriptions; *Programing (Broadcast); Self Concept; *Student Centered Curriculum; Student Interests; Television Research; *Urban Youth; Video Equipment

An experimental project, the Children's Video Theatre, explored ways in which the elementary school curriculum could be enriched by student-created television. The advent of simple, portable video equipment has made it possible for schools to create programing which is age-specific (for seven to 12 year-olds) and directed at the usually neglected urban, non-middle class child. Elementary classes produced eight programs in a year, each of which was broadcast on local cable television. Analysis of the project's results indicated that the creation and cablecast of television programs by children successfully addressed several educational problems since these experiences: 1) transformed a one-way medium into an interactive one; 2) gave individual children an opportunity to pursue interests and voice their opinions; 3) helped children with histories of failure and poor self-esteem to contribute

meaningfully to group activities; and 4) allowed children to learn in alternative ways. In addition, the equipment's simplicity permitted hands-on technical experience and allowed children to take it into the community for on-site contact with the non-school world.

37. Children's Television Workshop Annual Report 1973. July 1974, 40p. ED 088 428.

Annual Reports; *Educational Finance; *Educational Television; Elementary Grades; Financial Problems; Financial Support; Mass Media; Objectives; Preschool Education; *Programing (Broadcast); *Public Television; Television; *Television Research

The activities of the Children's Television Workshop (CTW) for the fiscal year 1973, which ended June 30, 1973, are reported. An open letter from the president of CTW summarizes the workshop's previous successes, its goals, and its financial situation and difficulties. Following this, the major elements of CTW's research and development laboratory are reviewed. The successes of "Sesame Street", both in the United States and abroad, are noted and details are presented documenting the classroom impact of the "Electric Company." Other topics discussed include the ultimate impacts of the community education services offered by CTW and the extension of the curriculum via other, non-broadcast media. A detailed statement of finances concludes the report.

38. Report of Research Workshop on Television and Social Behavior, Washington, D.C.,May 31 Through June 1, 1972. June 1974, 13p. ED 087 379.
Document not available from EDRS.

Advisory Committees; Aggression; Anti Social Behavior; *Behavioral Science Research; Conference Reports; *Programing (Broadcast); *Research Needs; Social Behavior; Social Sciences; *Television; *Television Research; Television Viewing; Violence

A group of social scientists met to advise the National Institute of Mental Health on how best to follow up on the work of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Participants were asked to: 1) define research issues

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and approaches, 2) identify means for conducting research, and 3) provide guidance and specific recommendations for future work. The most significant of the group's recommendations included the following: 1) research should emphasize theoretical bases and conceptual structures; 2) studies of the long-term impact of televised violence and aggression are needed; 3) investigations of television's determination of social relationships and racial and sexual stereotyping should be conducted; 4) inquiry into television's influence on non-aggressive behavior should be carried out; 5) social scientists should work to effect changes in television programing content, variety and standards; and 6) already completed research should be better exploited, disseminated and communicated, both among professionals and to the public in general.

Availability: National Institute of Mental Health, 9000 Rockville Pike, Bethesda, MD 20014

39. Baecher, Charlotte; And Others. Early Childhood Consumer Education. Consumer Education Materials Project. May 1974, 72p. ED 086 631.
Document not available from EDRS.

Case Studies; *Child Development; Classroom Techniques; *Consumer Education; *Consumer Science; Day Care Programs; *Early Childhood Education; *Early Experience; Educational Objectives; Kindergarten; Models; Nursery Schools; Paraprofessional School Personnel; Parent Education; Parent Participation; Preschool Education; Program Descriptions; Television Viewing; Values

Designed to help parents and early childhood educators understand and take educational advantage of the child's developing consumer knowledge and attitudes, this publication, one of a series of six, was prepared by the Educational Division of Consumers Union for the Consumer Education Materials Project (CEMP). An introductory chapter explains the implications of different theories of child development and learning and presents some objectives for the young consumer. Case studies are organized in two sections. The first section provides models for developing consumer-oriented parent education programs, illustrates how parents can provide consumer lessons at home, and suggests ways to handle consumer instruction received from commercial television. The second section of case studies describes and analyzes how relevant consumer experiences

have been integrated into day care centers, nursery schools, and kindergarten classrooms. A separate chapter suggests value clarification strategies that can be used in parent education programs and paraprofessional training programs. Related documents are SO 006 859-865.

Availability: Consumers Union of the United States, 256 Washington Street, Mount Vernon, New York 10550 ($3.00 or $15.00 for all six project books)

40. Searcy, Ellen; Chapman, Judith E. The Status of Research in Children's Television. May 1974, 142p. ED 086 355.

*Mass Media; *Preschool Learning; *Program Evaluation; *Television Research

The intent of this document has been to provide a synthesis of the status of research on children's television that could be used as an information base for planning purposes. An outline or hierarchy of critical television research topics which need further investigation has been compiled from an analysis of major reference documents and personal interviews. Selected state-of-the-art documents are also reviewed. These documents focus on a number of aspects of the impact of television on children: (1) Television and Social Behavior: An Annotated Bibliography, (2) The Impact of Televised Violence, (3) Television and the Behavior of Preschool Children, (4) Learning From Television, and (5) A Summary of the Major Findings in the 2nd Year of Sesame Street. Another chapter contains descriptions of research projects in television for children that have been funded in fiscal year 72. In the final chapter, a comparison is made between research needs and current ongoing research activity. In the past, the most popular research areas have been content and presentation questions and viewing habits. Areas which still need investigation are: development, transmittal and technical problems, application, research planning and evaluation (process), and policy issues. Appendices are included which describe individual research projects.

41. Eron, Leonard D.; And Others. How Learning Conditions in Early Childhood--Including Mass Media--Relate to Aggression in Late Adolescence. May 1974, 17p. ED 086 321.

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*Adolescents; *Aggression; Anti Social Behavior; Behavior Development; *Elementary School Students; *Environmental Influences; *Longitudinal Studies; Peer Relationship; Sex Differences; Socialization; Socioeconomic Influences; Sociometric Techniques; Television

This document, presented at a symposium on violence and aggression in America, reports a longitudinal study of environmental influences in the development of aggressive behavior. Subjects were 875 third graders when originally assessed with a peer nomination technique in 1960. High, moderate, and low degrees of aggression were identified in the population, and information was collected on the following kinds of variables: (1) instigators, (2) reinforcers, (3) identification, and (4) socio-cultural. Each of these factors was significantly related to aggression in the original data analysis. In 1970, 427 of the original subjects were located and reinterviewed. The sample was overloaded with low aggression youths, indicating a relationship between residential mobility and aggressive behavior. The second assessment included retesting with the peer rating, self-reports to determine extent of aggressive habits, and administration of the MMPI. Analysis of results indicates the stability of aggressive behavior. At age 19, subjects' aggression was predicted only by identification and socio-cultural variables. Significant sex differences were apparent. Discussion focuses on socialization factors in the development of aggression, particularly sex role development and the influence of modeling through television.

42. Sussman, Susan. Utilization of and Teachers' Attitudes Toward Educational Television Facilities in the Schools of the Board of Education for the Borough of York. May 1974, 46p. ED 086 211.

Comparative Analysis; Educational Television; Elementary School Teachers; *Equipment Utilization; *Instructional Television; Principals; Questionnaires; Secondary School Teachers; *Teacher Attitudes; *Television Surveys

This survey sought to ascertain the extent to which individual target schools were equipped with television facilities, and the frequency with which the available equipment was being used by the teachers. The principals in the borough of York responded to a television survey and a random sample of teachers responded to questionnaires. The results indicated: 1) the junior public schools

were facilitated on a small scale compared to the equipment arrangements in the senior and secondary schools; 2) the rate of utilization was related to quantity of facilities, but not to reception quality and kinds of facilities; 3) overall utilization of the facilities was low; 4) utilization of facilities tended to be highest in the lowest grades, and decreased as school level increased; 5) primary and junior grade teachers used live T. V. broadcasts most frequently, while intermediate and senior grade teachers more frequently used video-tape recordings; and 6) the most often mentioned reason for non-use was inconvenient and rigid scheduling of programs. Several suggestions are made to improve both the quantity and quality of television utilization.

43. The Children's Television Workshop: How and Why It Works. Final Report. May 1974, 219p. ED 086 203.

*Administration; *Educational Television; *Management; *Organization; Preschool Children; Preschool Programs; *Production Techniques; Program Descriptions; Public Television; Television

A review of the operations of the Children's Television Workshop (CTW), the producer of Sesame Street and The Electric Company, is presented. The objective is to illustrate the organizational principles which CTW used to provide leadership, develop functional relationships among the various segments of a large-scale enterprise, and to harness research to creative ends; the underlying assumption is that these principles can be successfully applied to other situations. The report first presents a summary and overview of the entire CTW project and then describes how CTW met a national need. Management of a creative endeavor, the role of the professional advisor and the use of research for program building are next discussed. Program production and financial administration are treated, along with the importance of audience participation, the efforts of CTW to reach the disadvantaged, and the process of getting the programs on the air. Current and future sources of funding are examined and the final chapter offers some comments on the workshop in a fuller perspective. Key features of the CTW approach are described in the resume of another document--ED 066 029.

44. Salomon, Gavriel. Effects of Encouraging Israeli Mothers to Co-Observe Sesame Street With Their Five-Year-Olds. May 1974, 24p. ED 086 174.

Educational Research; *Educational Television; *Kindergarten Children; *Learning; Lower Class Parents; Middle Class Mothers; Mother Attitudes; *Mothers; *Parent Child Relationship; Socio-economic Status; Television Viewing

Research examined the learning effects that encouraging Israeli mothers to co-observe Sesame Street with their five-year-olds had. The mechanism which mediated such effects was also investigated. A total of 93 kindergarten children, drawn about equally from lower and middle class families, was divided between mothers' encouraged and non-encouraged conditions. Encouraging mothers had a profound effect on the amount the lower socio-economic status (SES) children watched the show and particularly on their enjoyment of the program. This in turn had an effect on their learning, attenuating significantly the original SES differences. It was concluded that encouragement of mothers to co-observe television had significant effects on the development of specific skills, mediated by increased positive affect on the lower SES, but not in middle class children. Findings were interpreted as suggesting a decrease in experienced uncertainty and hence increased pleasantness as a function of mothers' active participation in viewing the program.

45. Becker, George J. Television and the Classroom Reading Program. Reading Aids Series. May 1974, 32p. ED 085 658.

Elementary Grades; *Language Arts; Listening Skills; Reading; Reading Achievement; *Reading Improvement; *Reading Skills; Speech Skills; *Teaching Techniques; Television; *Television Viewing; Writing Skills

This booklet is intended for classroom teachers who would like to teach reading within the context of television. Most of the activities presented in this booklet pertain directly to reading, but other aspects of a language arts program (listening, speaking, and writing) are also given some attention. The activities are designed to serve as a series of starting points toward improved reading skills. Only the television programs which the child watches at home are dealt with. The contents include: "How to Get Started," which encourages teachers to watch television themselves to determine how various programs could be related to reading instruction, identify those television programs which could be considered of good quality, and survey the students to determine their favorite television programs; and "How to Use Television to Improve Instruction," which presents techniques for using television to improve the student's listening, speaking, reading, and writing skills.

Also available from: International Reading Assn., 800 Barksdale Rd., Neward, Del. 19711 ($2.00 non-member, $1.75 member)

46. Have a Look At Us. April 1974, 63p. ED 084 862. Document not available from EDRS.

Adult Education; *Cable Television; Early Childhood Education; *Educational Television; Elementary Grades; Higher Education; Instructional Television; *Program Descriptions; Programing (Broadcast); *Public Television; Secondary Grades; Teacher Education; Televised Instruction; Television

An overview of the educational television (ETV) services provided by the Ontario Educational Communications Authority (OECA) is presented. A brief history of ETV in Canada opens the report, followed by a review of some of the operational aspects of OECA's outlet--Channel 19. The general stages involved in ETV program development are described, and more detailed examinations are made of each of OECA's program sections: 1) early childhood and teacher education, 2) school and youth, 3) university, college and adult, and 4) French programing. Other topics covered include project materials and their utilization, engineering and technical services, research and planning, marketing and contracts, video tape exchanges, the role of regional councils in OECA, and information services provided by OECA.

Availability: The Ontario Educational Communications Authority, Canada Square, 2180 Yonge Street, Toronto, Ontario M4S 2C1, Canada

47. Barcus, F. Earle. Concerned Parents Speak Out on Children's Television. April 1974, 103p. ED 084 860.

*Children; Commercial Television; *Parent Attitudes; *Programing (Broadcast); Public Television; Television; Television Commercials; *Television Surveys; *Television Viewing

Research investigated parents' opinions about children's television (TV). Questionnaire respondents were mainly parents of children ages 2-6; mothers outnumbered fathers 9:1. Results included the findings that children watched TV an average of three hours a day;

this varied little throughout the country and between those viewing Public Broadcasting Service (PBS) and those watching commercial programs. Younger children preferred the former, older the latter. Parents gave overwhelming support to PBS, especially to Sesame Street, Mister Rogers and Electric Company, rating these superior to their commercial competitors. Ninety-six percent of the parents favored changing practices regarding commercials on children's TV, with 40% wanting their elimination, 25% a reduction, and 25% a clustering of commercials at the end of programs. Annoyance was expressed over toy commercials and the quality of the toys themselves. Most parents felt TV as influential; they thought TV, especially PBS, taught communication skills, enhanced social learning and broadened interests. They also felt TV had too much violence and materialism and that certain programs could foster passivity and anti-social behavior. Negative concerns were greatest among parents whose children watched TV most heavily and who concentrated upon commercial programs.

48. Report of Television Multi-Channel System in Lincoln Heights Elementary School Progress Report. April 1974, 27p. ED 084 844.

*Academic Achievement; *Closed Circuit Television; Disadvantaged Youth; Educational Television; *Elementary Grades; Elementary School Curriculum; *Instructional Television; Language Arts; Low Achievers; Negro Students; Program Descriptions; Program Evaluation; Reading Comprehension; Television; *Underachievers

A comprehensive television (TV) and videotape system was installed in the elementary school in Lincoln Heights, Ohio, the nation's largest all-black city. With the support of industry and local educational television, every classroom was equipped with a six-channel closed circuit TV set and six headphones, at a cost of $42,250. The purpose of the project was to use TV programs to improve the academic performance of the school's students, who previously had been underachieving. The program was flexible, teacher controlled and attracted staff commitment. Existing shows, such as Sesame Street and Electric Company, and teacher designed programs were used as integral parts of the instructional effort. Preliminary test results indicated significant improvement in student achievement, particularly in language arts. For example, as compared with the previous year's classes, second-graders showed an increased gain of five months in vocabulary level and six months in reading comprehension; the corresponding figures for third graders

were five and three months. The conclusion was reached that TV used systematically for recognized goals is an effective teaching tool and plans were made to expand the program.

49. Roos, David E.; And Others. Educational Television in New York State; Program Audit 3.1.73. April 1974, 88p. ED 084 832.

Cost Effectiveness; *Educational Television; Elementary Grades; Higher Education; *Instructional Television; Program Descriptions; *Program Effectiveness; *Program Evaluation; Programing (Broadcast); *Public Television; Secondary Grades; State Surveys; Statewide Planning; Television

The development, organization, operation, programing and financing of educational television (ETV) in New York State (NYS) are reviewed. Legislative intent and authorization for ETV--which includes both public television (PTV), open to the general public, and instructional television (ITV), usually designed for specific classroom instructional purposes--are discussed, and television's (TV) effectiveness in terms of educational purposes and potentials is evaluated. The report begins with a general review of ETV in NYS and then investigates the effectiveness, material sources, logistical services and productivity of classroom TV at the primary and secondary levels. Chapter III analyzes classroom TV in the state university, including its development, administration, potential utilization, cost-effectiveness and reasons for its current underutilization. PTV in the state is surveyed, with attention devoted to its instructional services, public programing, program production services and statewide network. Chapter V studies PTV finances, especially PTV station expenses, and state and other sources of funding and the report concludes with an overview and look at the future of ETV, including both its ITV and PTV components. Eleven appendixes provide additional detailed data.

50. Wartella, Ellen; Ettema, James S. The Role of Stimulus Complexity in Children's Attention to Television Commercials: A Developmental Study. April 1974, 33p. ED 084 537.

Affective Behavior; Attention Span; *Behavior Theories; Children; *Cognitive Processes; Developmental Psychology; Journalism; Learning Processes; Maturation; Mediation Theory; *Perceptual Development; Retention; Stimulus Behavior; *Television Commercials; *Thought Processes

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A child whose behavior reflects only perception of a stimulus and reaction to it is considered more perceptually bound than an adult whose behavior is also directed by theories, values, and ideas. Based on this analysis three testable hypotheses emerge: (1) stimulus complexity is a better predictor of attention for the more perceptually bound, (2) the less perceptually bound, the more likely the individual would be to recall non-perceptual attributes of stimuli, and (3) the less perceptually bound, the more likely the individual would be to respond affectively to the non-perceptual attributes of the stimuli. Television commercials were chosen as the stimuli in a study in which 120 nursery, kindergarten, and second grade children from upper-middle-class neighborhoods in St. Paul, Minnesota, viewed a videotaped presentation of "The Partridge Family." The original commercials were deleted from the tape and commercials controlled for stimulus complexity and content were inserted. During and after the program, tests were administered to measure the children's degree of perceptual boundedness and the nature of their recall and affective responses to the commercials. Resulting data suggest that the younger the child, the greater the influence of perceptual attributes of stimuli on his attention behavior.

51. McNally, Lawrence. Living Room School Project. Final Evaluation Report, 1972-1973. February 1974, 150p. ED 082 850.

Cognitive Development; Disadvantaged Youth; Emotional Development; Home Instruction; *Home Programs; *Parent Education; Parent Participation; Preschool Curriculum; *Preschool Evaluation; *Preschool Programs; *Television

This report is an evaluation of the Living Room School Project, in Nassau County, New York, which stresses the use of home settings for a preschool program that involves children and parents. The project's major objective was to help parents meet their child's needs as parents learn to recognize themselves and their home as educational resources. The curriculum emphasizes activities indigenous to a home setting, and is designed to promote cognitive and affective development. A television component of the program was developed to create a pilot TV series that demonstrates for parents effective childrearing practices. The Living Room School cognitive assessment inventory, developed by project staff, was used to assess cognitive growth in 120 preschool subjects. The children involved in the

project performed significantly better as a group than the control children. The scores of the project children on a modified version of the preschool behavior Q sort indicated that significant growth in affective behavior had occurred. The program's objectives, weaknesses, and proposed remedial actions are discussed critically.

52. Stern, Stanley Lawrence. Television and Creativity; The Effect of Viewing Certain Categories of Commerical Television Broadcasting on the Divergent Thinking Abilities of Intellectually Gifted Elementary Students. February 1974, 154p. ED 082 496.

Analysis of Variance; Commercial Television; Creative Thinking; *Creativity; Creativity Tests; Divergent Thinking; Doctoral Theses; Educational Television; Elementary School Students; *Gifted; Grade 4; Grade 5; Grade 6; *Media Research; Programing (Broadcast); Suburban Youth; *Television Viewing

Research sought to determine what effect viewing increased amounts of specific types of televised material would have upon the creative performance of highly intelligent children. Gifted students in grades 4, 5, and 6 of a suburban district were given Guilford's tests of creativity and then divided into seven groups. Six of these watched a specific category of program for three weeks; the seventh served as a control group. The categories were: educational television, cartoons, sports, comedies, drama, and "everything." Posttests were administered and analysis of variance used to measure the independent variable of sex, grade, and category of program viewed, and the dependent variable of change in creativity scores. The control group increased in creative ability, whereas the experimental groups declined in all areas except for verbal abilities, although the decline was not statistically significant for most areas. Younger children were more affected than older ones, and sex was not a significant variable. Children watching dramatic shows increased in creative performance, while those watching cartoons and, surprisingly, educational programs had depressed creative scores. The results were interpreted as a serious warning that current television programing is detrimental to children's creativity.

53. Leifer, Aimee Dorr. Contexts For Behavior in Television Programs and Children's Subsequent Behavior. January 1974, 7p. ED 081 494.

*Aggression; Behavior Development; *Early Childhood; Environmental Influences; Models; Reactive Behavior; *Social Behavior; *Socialization; *Television Viewing

Aggression is examined in this discussion of the role of television in the development of young children's social behaviors. The way aggression is interpreted by children watching television and program influences on the children's own aggressive behavior are among topics considered. Some suggestions are made in regard to context of aggression sequences, viewer's interpretation and maturity, and children's understanding of programs. Reactions of children to aggressive models and models of prosocial behavior are discussed.

54. Cater, Douglass; Strickland, Stephen. A First Hard Look at the Surgeon General's Report on Television and Violence. January 1974, 12p. ED 081 175.

Aggression; Anti Social Behavior; Children; Conference Reports; *Public Policy; *Television; *Television Research; Television Surveys; *Television Viewing; *Violence

In March of 1972 the Aspen Program on Communications and Society convened a meeting which brought together the Surgeon General, staff members connected with the Surgeon General's Report on Television and Violence, and social scientists. The purpose of the meeting was to evaluate the report, which had just been issued. This conference report represents the efforts of two observers to interpret the reactions of the group to the Surgeon General's report. It summarizes the background of concern over violence on television, discusses the genesis and composition of the advisory committee which undertook the project, describes the research conducted and the report issued, treats its significance, and considers some approaches to public policy.

Also available from: Aspen Program on Communications and Society, Suite 232, 770 Welch Road, Palo Alto, California 94304 ($50)

53. Rice, Susan, Ed.; Mukerji, Rose, Ed. Children Are Centers For Understanding Media. December 1973, 89p. ED 079 939. Document not available from EDRS.

Animation; *Children; Creativity; Essays; *Film Production; Films; Guides; Mass Media; Photographic Equipment; Photography; Self Actualization; Self Concept; *Television; Visual Literacy

Because of the importance of television in the lives of our children--they spend more time with it than in school--it makes sense that they should learn to process the vast input from television and become knowing and active about the media. This collection of essays presents ideas by contributors outside of the "painfully vague conclusions of the research about the impact of the media on children." Essays consider such concepts as television as a source of literacy and becoming, a project which allowed children to use film equipment, a partial list of some educational functions of the camera, resources for further study, information about beginning photography, filmmaking without cameras, flipbooks, animation, storyboarding, creative filmmaking for children, sound, a children's film theatre, a primer for video studies, and a selection of media activities employing materials commonly found in schools.

Availability: Assocation for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($3.95)

54. Schramm, Wilbur, Ed. Quality in Instructional Television. December 1973, 224p. ED 079 937.
Document not available from EDRS.

Broadcast Industry; *Children; Educational Television; Effective Teaching; *Instructional Television; *Programing (Broadcast); Teaching Methods; Televised Instruction; *Television Research

The result of an interdisciplinary conference on the qualities of an effective instructional television program, this book reports the ideas of various participants. Two papers by broadcasters represent the producer's view of ITV; one deals with instructional television in Sweden and the other with a Nigerian project. The scholar's view is represented by two papers which consider the evidence about some instructional television techniques and its effectiveness. The two papers which comprise the section on combining production and research consider the problem in the light of experiences with "Sesame Street" and "Electric Company." The section on alternatives to television discusses the application of less complex instructional technologies and some of the "smaller"

media. Finally, the common ground among these various points of view is summarized.

Availability: The University Press of Hawaii, 535 Ward Avenue, Honolulu, Hawaii 96814 ($5.00)

55. Winick, Charles; And Others. Children's Television Commercials; A Content Analysis. November 1973, 156p. ED 078 682. Document not available from EDRS.

*Children; Commercial Television; Communication (Thought Transfer); *Content Analysis; *Programing (Broadcast); *Television Commercials; *Television Research

The purpose of the study described in this book was to determine the content parameter of television commercials addressed to children. A total of 236 commercials were collected from advertising agencies representing cereals, candy, drinks, foods for meals, restaurants, cookies, miscellaneous, cakes, ice cream, vitamins, and crunchy snacks. Each commercial was coded according to the degree to which each of 145 previously formulated dimensions of content was present. In addition, a separate study was conducted of commercials in the content analysis that were broadcast over the three networks between 7:00 A.M. and 2:00 P.M. on five consecutive weekends. The study's results are listed, discussed, and interpreted according to dimensions such as length, product information, health and nutrition, sales persuasion techniques, sales pitch deliver, casts, setting and story elements, authority figures and heroes, production techniques, language, and age.

Availability: Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 ($13.50)

56. Liebert, Robert M.; And Others. The Early Window: Effects of Television on Children and Youth. November 1973, 193p. ED 078 680.
Document not available from EDRS.

*Aggression; Business Responsibility; *Children; Commercial Television; Programing (Broadcast); *Social Behavior; Social Development; Socialization; *State of the Art Reviews; *Television; Television Research; Violence

The purpose of this book is to provide an account of theory and reseach which now bears on television and children's attitudes,

development, and behavior, and to explore the political and social questions which surround these issues. The various chapters discuss the history of television, television's production and content today, the problem and issues concerning television and aggression, laboratory and field studies of television and aggression, television's potential for prosocial effects, the commercial interests, government and industry control of television content, and the past and future of television programing for children. Appended are a list of papers and reports related to the Surgeon General's inquiry into television and social behavior.

Availability: Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($9.50, Paperback $6.50)

57. Williams, Frederick; And Others. Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report. November 1973, 416p. ED 078 679.

Attitudes; *Bilingual Education; *Bilingual Students; Educational Research; *Educational Television; Elementary School Mathematics; Elementary School Science; English (Second Language); Grade 1; Grade 2; History; Kindergarten; Language Fluency; Language Skills; Phoneme Grapheme Correspondence; *Program Evaluation; Spanish; Spanish Americans; Spanish Culture; *Spanish Speaking; Television

A field experiemnt, attitude surveys, and a process evaluation were conducted in order to evaluate the third year of Carrascolendas, a kindergarten--second grade bilingual series carried nationwide on the Public Broadcasting Service. Test scores showed that material presented in Spanish had a significant impact on learning in history and culture. First graders showed marked improvement in English and Spanish language skills. Several content areas were affected: history, culture, English and Spanish language skills, and math. Second graders benefited least, showing significant gains only in the Spanish content area of history and culture and in English fluency. There was little impact upon the Spanish content areas of science, phoneme/grapheme relations, and language mixing. Attitudes of teachers, parents, and children toward the series were positive, and a growth of pride in Mexican culture and increased use of the Spanish language were noted. The process evaluation found improvement in the management of the project, although insufficient dissemination of information about the series to potential viewers was regarded as a salient shortcoming.

58. Charren, Peggy, Ed.; Sarson, Evelyn, Ed. Who is Talking to Our Children? Third National Symposium on Children and Television, Yale University, New Haven, Connecticut, October 15-17, 1972. October 1973, 68p. ED 077 244.

*Broadcast Industry; *Child Development; Child Development Specialists; *Children; Commercial Television; *Programing (Broadcast); Symposia; *Television; Television Viewing

Action for Children's Television (ACT), with financial support from the Ford Foundation, presented the Third National Symposium on Children and Television at Yale University in October, 1972. It brought together childhood professionals, such as pediatricians, nursery school directors, and child psychologists, and media people such as broadcasters, producers, and television executives, to consider the effects of television on children and to review the efforts the media have made to provide quality programing for children. The former group discussed the impact of television on such aspects of children's lives as their fantasy and play worlds and their concept of death, while the latter examined their own philosophy and the criteria by which they make decisions. Other major topics were the economic traits of the industry, the possible alternative sources of future funding, and the directions in which changes might be made.

Also available from: Action for Children's Television, 46 Austin Street, Newtonville, Mass. 02160 ($5.00) and Box E, School of Education, Stanford University, Stanford, CA 94305 ($5.00)

59. Baumer, Larry; Starkey, John. Attitudes of Students in Grades Six, Eight, and Twelve Toward Television Commercials. October 1973, 14p. ED 077 233.

*Attitudes; Educational Research; *Elementary School Students; Grade 6; Grade 8; Grade 12; *Secondary School Students; *Student Attitudes; Surveys; Television; *Television Commercials

A 20 item television commercial attitude survey given to 232 6th, 8th, and 12th grade students tested the hypotheses that: 1) younger children are more influenced by commercials than are older children; 2) that children are more apt to buy products which exert peer pressure upon them; and 3) that children are more susceptible to commercials which rely upon cute ideas than on endorsement by famous personalities. The subjects responded to the 20 statements

according to the Likert scale, indicating a range of attitudes from "strongly agree" to "strongly disagree". Item analysis, means, standard deviations, standard errors, and T-values were computed for the different groups of students, according to sex and grade level. The results of the survey supported the second and third hypotheses, but not the first. The data did indicate, however, the children of different ages respond in varying ways to different commercials, and that the differences in attitudes were greater when the age differential was larger.

60. Ingle, Henry T.; And Others. Television and Educational Reform in El Salvador. Report on the Fourth Year of Research. Research Report Number Eleven. October 1973, 146p. ED 077 219.

Behavioral Objectives; Classroom Observation Techniques; *Educational Change; Educational Research; *Elementary Grades; Elementary School Curriculum; Elementary School Students; Formative Evaluation; *Instructional Television; *Student Attitudes; *Teacher Attitudes; Television

Studies of the instructional television (ITV) system of El Salvador and its educational reform program for 1972 are summarized. ITV moved into new facilities and the program was increasingly run by native personnel. General ability and reading scores increased, although there was little difference between television and non-television classes. Behavioral objectives were introduced and students showed increased skills of analysis, synthesis and evaluation. Students were enthusiastic about ITV, but teacher enthusiasm waned somewhat after the initial uncritical acceptance. Their attitudes toward their profession as a whole and its attendant problems, however, were poor. Student aspirations were increasingly high, perhaps unrealistically so, but educational reform was working, as evidenced by the percentage of students going on to higher education. An observation study of classrooms was conducted and formative evaluation undertaken, both of which shed light upon the system.

61. Orme, Frank, Ed. Violence is a Saleable Commodity. October 1973, 16p. ED 077 185.

*Broadcast Industry; Business Responsibility; Censorship; Childhood Attitudes; *Children; Commercial Television; Cultural Environment; Marketing; Media Research; *Moral Values; Program Improvement; Programing (Broadcast); Television; Television Research; *Violence

Recent research into television crime programs has revealed startling industry attitudes that directly contradict either generally accepted television research methods, i.e. Nielson ratings, or conventional ethical and moral codes. Interviews with 48 producers, writers, and directors indicated stunning misconceptions and irresponsible attitudes concerning the effects of television crime programs. The research showed that television uses violence because it is a saleable program commodity and also because violence in a dramatic setting polarize good-evil situations. In regard to the criticism that many children are viewers of crime programs, as indicated by the Nielson ratings, the industry simply refuses to acknowledge the statistics. Also along the same lines, the industry, now citing research documents, arrogantly asserts that children are able to distinguish television action from reality, without recognizing that such research is admittedly incomplete. This document summarizes the highlights of television research done by a Michigan State University research team.

Also available from: National Association for Better Broadcasting, 373 North Western Avenue, Los Angeles, California 90004 ($2.50 four quarterly issues)

62. Gordon, Thomas F. The Effects of Time Context on Children's Perceptions of Aggressive Television Content. September 1973, 24p. ED 075 877.

*Aggression; *Behavior Change; *Childhood Attitudes; Childhood Interests; Commercial Television; Emotional Response; Mass Media; *Programing (Broadcast); Television; Television Research; *Television Viewing; Violence

The major question of this study is: Does the time context of a TV program affect children's conclusions about the action? If violent or aggressive behavior is viewed on television by children, how will they respond to the action when they know the action takes place in either the past, the present, or the future? Fifth and sixth grade boys viewed four television scenes and were tested with scaled word items tapping the dimensions of enjoyment, perceived acceptability of the action, perceived reality, and perceived violence. The author concluded that (1) action was enjoyed more in the present context, (2) the same aggressive action was felt to be less acceptable in the present context, (3) action in the present was thought to be more realistic, (4) perceived violence did not differ between contexts, and (5) no social class differences were observed on the perception dimensions.

63. Breen, Myles P.; Powell, Jon T. The Relation Between Attractiveness and Credibility of Television Commercials as Perceived by Children: A Replication. September 1973, 15p. ED 075 862.

Beliefs; *Childhood Attitudes; Child Responsibility; Commercial Television; Correlation; *Statistical Analysis; *Television Commercials; *Television Research; *Television Viewing; Video Tape Recordings

A statistical analysis of the effect of television commercials on children, this study found that children both like and believe television commercials. Middle western children from grades two through five rated four videotaped TV commercials, selected at random, on a scale of true/false, happy/not happy, real/not real, stupid/smart, nice/not nice, and good/bad, with "I don't know" as an alternative in each category. The basic research question, "Does the child tend to believe a commercial more if he finds it more attractive?" was answered positively, and it was further concluded that girls like and believe TV commercials more than boys do and that children tend to say that commercials are stupid regardless of like or dislike. The findings were based on statistics and derived from the work of Hovland and his associates and Anderson and his associates.

64. Collins, W. Andrew. Developmental Aspects of Understanding and Evaluating Television Content. August 1973, 10p. ED 075 096.

*Age Differences; Aggression; *Cognitive Development; *Comprehension Development; Literature Reviews; *Social Behavior; Social Values; Speeches; *Television Viewing

Age differences affect children's understanding and evaluation of television content, and these differences may be related to social behavior after watching television. One type of age-related changes concerns changes in the cognitive skills that children must use to comprehend content. Studies have shown that children as old as third graders remember little of a plot, that children's knowledge of the motives and consequences for aggression increase with age, as do their abilities to reconstruct sequences and identify causal relationships. These qualitative changes reflect cognitive growth involving learning of task-relevant cues, aspects of memory,

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improvement of selective attention and inferential abilities. A second type of age-related changes concerns changes in the bases that children use for evaluating social acts in general. Studies have shown that children of different ages are likely to use different criteria for evaluating a televised model's actions; there is a major shift at about age nine or ten from consequences-based to motive-based evaluations of actions. These age differences should be a major concern in future work on the television viewing-social behavior relationship. For very young children, representations of aggressive acts they have seen on television often stand along as guides for later behavior, while older viewers are much more likely to have a representation of the action modified by knowledge of the motives and consequences associated with it. Studies of the idea of a cognitive mediator, a conceptualization of the mechanism for the effect of a single television program, are underway. Apparently the temporal contiguity of motives, aggression, and consequences facilitates comprehension for younger children.

65. Edgar, Patricia. Social and Personality Factors Influencing Learning From Film and Television. August 1973, 25p. ED 074 709.

Audiences; Children; *Emotional Response; Films; Individual Characteristics; Mass Media; *Programing (Broadcast); Research Needs; *Self Esteem; *Sex Differences; Socialization; Television; Television Viewing; *Violence

To unravel some of the contradictions in opinions about the effect of mass media on viewers, an integration of mass media research and sound sociological theory is necessary. This paper reports the results of an attempt to apply sociological theories of socialization to a sample of Australian children and their reactions to film and television violence. Two comparison groups were selected from a large sample on the basis of "self-esteem," a variable hypothesized to be closely related to mass media usage. These groups responded to a questionnaire on television viewing habits and family background variables. They also took part in an experiment in which they viewed "fantasy" and "realistic" violence in films, after which they were interviewed on their responses. One result was that high-esteem males preferred factual shows to fantasies, whereas low-esteem males preferred fantasy shows with male protagonists. Females preferred fantasy shows with female protagonists, and low-esteem females preferred them more than do

high-esteem ones. High-esteem males viewed realistic violence more objectively, on the whole, than did other groups.

66. Larez, Manuel. Statement Before the Federal Communications Commission. May 1973, 7p. ED 071 441.

*Childhood Attitudes; Childhood Interests; Children; Commercial Television; Cultural Images; *Ethnic Stereotypes; Individual Needs; *Mexican Americans; *Programing (Broadcast); Self Concept; Self Esteem; *Television; Television Viewing

Television and the mass media in general have created an unflattering stereotype of Mexican-Americans that is based on racism and generates racism. The most offensive of these is the "Frito-Bandito." In children's programing, very few shows present Mexican-American characters and the ones that are presented are stereotypes. Mexican-Americans are also absent in adult programs. The Federal Communications Commission (FCC) is urged to give La Raza personnel total control over programs directed toward that community. An alternate plan is to give new licenses for television broadcasting to the La Raza community in areas where the local stations refuse to grant such creative control. The present state of programing cannot continue. These programs deprive La Raza children of equal opportunity to develop a healthy self identity, and they deprive the whole country from gaining a realistic, positive view of Mexican-Americans.

67. Ormiston, Linda H.; Williams, Sally. Saturday Children's Programming in San Francisco, California. An Analysis of the Presentation of Racial and Cultural Groups on Three Network Affiliated San Francisco Television Stations. May 1973, 13p. ED 071 440.

Audiences; *Children; Chinese Americans; Commercial Television; Cultural Images; *Cultural Pluralism; *Ethnic Stereotypes; Information Sources; Mexican Americans; Minority Groups; Negroes; *Programing (Broadcast); Stereotypes; *Television; Television Viewing

A survey of children's television programs in San Francisco showed that the programs do not reflect the needs, problems, and interests of local viewers. One-fourth of the city's population is children. Two thirds of those enrolled in the city's public schools are not Anglo. Despite this, 17 of 27 programs monitored one Saturday morning

in 1972 contained no minority representation at all, and most minority characterization perpetuated stereotypes. An earlier survey in San Francisco showed that television was one of the chief sources of information that children cited. The two surveys, taken in conjunction, suggest that local television stations are not doing an adequate job in presenting programs beneficial to the various groups of the community. The Federal Communications Commission is asked to take steps to remedy this situation.

68. Palmer, Edward L. Formative Research in the Production of Television for Children. May 1973, 37p. ED 071 434.

Broadcast Television; Childhood Attitudes; *Child Psychology; Comprehension Development; Early Childhood; Educational Research; *Educational Television; *Formative Evaluation; Media Research; *Production Techniques; Research Design; Research Methodology; *Television Research; Television Viewing

The Children's Television Workshop (CTW), responsible for the programs "Sesame Street" and "The Electric Company", conducted extensive research into the systematic use of television to promote the social, emotional, and intellectual growth of young children. Working without precendents in the field of formative research practice, CTW was able to establish an operational model that included behavioral goals, competence testing, experimental production and the writer's notebook, a valuable asset emphasizing psychological processes, the child's experimental referents, and unbiased suggestions from the program itself. The subsequent model for research on presentational learning investigated the relationship between program attributes (appeal, comprehensibility, activity eliciting potential) and the internal compatibility of elements and "viewer outcomes". CTW found that this formative research approach was compatible with the trend toward explicit definition of instructional objectives followed by systematic trial and revision of instructional systems for achieving them.

69. Choate, Robert B. Oral Argument in Children's Television Proceeding. May 1973, 26p. ED 071 408.

Broadcast Industry; Childhood Attitudes; *Child Psychology; *Children; Ethical Values; Federal Government; *Federal Legislation; Marketing; Mass Media; *Media Research; Publicize; Public Relations; *Television Commercials; Television Research; Television Viewing

The author advocates the outright ban of commercials from Saturday and Sunday morning television and makes several other recommendations that he believes would improve programing and reduce the hard sell of child targeted advertising. The Federal Communications Commission (FCC) could form a children's television broadcast center and establish a children's television code which would set up minimum standards for all commercial programs. The author states that his recommendations are a last resort, spurred by the abdication of responsibility of the task by the National Association of Broadcasters (NAB). The NAB was asked by the FCC to develop such a code nearly two years ago. The recommendations are that the FCC with the assistance of the Justice Department where appropriate, should stimulate television research, ban hazardous substances, define station responsibilities, correct FCC and parental ignorance of broadcast patterns, define policies on public service announcements, and facilitate on advertiser/consumer education program.

70. Children and Television. A Special Report From Now Available Number 25. April 1973, 8p. ED 070 287.

*Children; Commercial Television; *Symposia; *Television

During October 1972, two events of national scope focused the attention of educators, parents, and politicans alike upon the subject of children and television. Three days of panels climaxed 32 months of FCC (Federal Communications Commission) inquiry into children's television. The Third National Symposium on Children and Television, sponsored by Action For Children's Television (ACT), was held at Yale University. First-hand reports of both these gatherings are presented in this report.

71. Lesser, Gerald S. Learning, Teaching, and Television Production For Children: The Experience of Sesame Street. April 1973, 41p. ED 070 248.
Document not available from EDRS.

*Early Childhood Education; *Instructional Television; Learning Experience; *Learning Modalities; Prereading Experience; *Preschool Education; Production Techniques; Sound Effects; *Teaching Techniques; Television

"Sesame Street" has sought to provide a supplementary educational experience on television to help prepare children for school by stimulating their appetite for learning. Its specific goals include instruction in 1)symbolic representation--letters, numbers, and geometric forms; 2) cognitive processes--perceptual discrimination, relationships, classification, and ordering; 3) reasoning and problem-solving; and 4) "the child and his world"--concepts regarding the self, social units, social interaction, and the man-made and natural environment. This paper discusses 1) some informal principles of learning and teaching, and 2) some production and writing methods that have been used experimentally on "Sesame Street" to achieve those goals. Examples of the former are modeling, narrow focusing, learning from format as well as content, and cross-model reinforcement. Examples of the latter are use of music and sound to catch children's attention, repetition, use of surprise and incongruity, use of animation and pixilation techniques, and the inclusion of the symbolic material to be learned within the televised dramatic action. Use of humor and diverse activities sustains children's attention. The author is chairman of the National Board of Advisors to the Children's Television Workshop, which produces "Sesame Street."

Availability: Harvard Educational Review, 13 Appian Way, Cambridge, Massachusetts 02138

72. Report of Special Consultation on the Development of Measures of TV Violence. March 1973, 9p. ED 069 139.

Aggression; Broadcast Industry; Children; *Evaluation Criteria; *Federal Government Publications; Programing (Broadcast); *Television; *Television Research; Television Viewing; *Violence

A workshop was held to advise the Department of Health, Education and Welfare and the National Institute of Mental Health on the development of measures of television violence. This report summarizes the discussions of the worshop, covering the need for and use of a TV violence measure, the complexity and content of the measure, and processes for establishing a profile of TV violence. Also provided is a summary of recommendations: that a profile of televised violence rather than a simple index be developed; that the development of such a profile is feasible; that the profile should be seen as an instrument for public and industry education and as providing an information base for constructive influence; that the profile should be developed, maintained, and reported on

outside both the TV industry and the government; that the profile should operate in a context in which alternative programing is encouraged; that the profile should draw on and incorporate ongoing research; and that, since there are currently several models for an appropriate institutional arrangement for planning and developing the profile, work should be started soon. (Several pages may be light.)

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*Television; *Early Childhood; *Play; *Imagination; *Intellectual Development; Learning Readiness; Language Development; Childhood Needs; Educational Television; Commercial Television

2. Sternglanz, Sarah H.; Serbin, Lisa A. Sex Role Stereotyping in Children's Television Programs. Developmental Psychology; 10; 5; 710-715, September, 1974. EJ 104 689.

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3. Baran, Stanley J. Children's SES and Perceptions of Television Wealth. Central States Speech Journal; 25; 3; 210-216, Fall, 1974. EJ 104 059.

*Children; *Childhood Attitudes; *Income; *Television Viewing; *Socioeconomic Status; Television; Broadcast Television; Financial Needs; Lower Middle Class

4. Streicher, Lawrence H.; Bonney, Norman L. Children Talk about Television. Journal of Communication; 24, 3: 54-61, Summer, 1974. EJ 104 042.

*Children; *Attitudes; *Television; *Parent Reaction; *Programing (Broadcast); Commercial Television; Public Opinion; Media Research; Television Viewing

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*Television Viewing; Mass Media; Television; Visual Literary; Teacher Responsibility; Elementary Grades

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*Television Viewing; *Books; *Preschool Learning; *Teaching Methods

7. Friedlander, Bernard Z.; And Others. Suburban Preschool Children's Comprehension of an Age-Appropriate Informational Television Program. Child Development; 45; 2; 561-565, June, 1974. EJ 099 956.

*Preschool Children; *Comprehension; *Television Research; *Cognitive Development

8. Children's Television--Can We Move from Exploitation to Education? AAUW Journal; 67; 6; 37-39,46, April, 1974. EJ 099 809.

*Television; *Child Development; *Programing (Broadcast); Instructional Television; Instructional Media; Childhood Attitudes; Child Advocacy; Television Viewing

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*Television Commercials; *Attention; *Attention Span; *Cognitive Development; *Early Childhood Education; Childhood; Attention Control

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*Educational Television; *Preschool Children; *Early Childhood Education; Television Viewing; Instructional Media; Mass Media; Instructional Television

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*Production Techniques; *Television; *Open Education; *Multimedia Instruction; *Elementary Education; Films; Video Tape Recordings; Discovery Learning; Student Centered Curriculum

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*Publicize; *Broadcast Industry; *Television Commercials; *Children; *Laws; Public Relations; Telecommunication; International Law; Foreign Relations; Persuasive Discourse

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*Teacher Education; *Televised Instruction; *Television Curriculum; Early Childhood Education; Teacher Educator Education; Television; Teacher Education Curriculum

16. Grutzmacher, Marge. Teaching with TV: A "Waltons" Workshop. Teacher; 91; 6; 53-58, 106-107, February,1974. EJ 090 590.

*Elementary School Teachers; *Curriculum Guides; *Television; *Class Activities; Teaching Techniques; Commercial Television; Television Curriculum

17. Breen, Myles P.; Powell, Jon T. The Relationship Between Attractiveness and Credibility of Television Commercials as Perceived by Children. Central States Speech Journal; 24; 2; 97-101, Summer, 1973. EJ 089 362.

*Television Commercials; *Publicize; *Children; Childhood Attitudes; Television; Opinions; Audiovisual Communication

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*Athletics; *Elementary School Students; *Adolescents; *Aggression; *Television; Longitudinal Studies; Sex Differences; Rating Scales; Child Rearing; Socialization

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*Television; *Perception; *Films; *Visual Learning; *Childhood Attitudes; Visual Perception; Perceptual Development; Violence; Social Values; Television Research

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*War; *Childhood Attitudes; *Child Development; Teacher Responsibility; Educational Responsibility; Television

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*Childrens Books; *Educational Research; *Television; *Content Analysis; Aggression; Anti Social Behavior; Fiction; Elementary Education

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*Commercial Television; *Television Research; *Television Viewing; *Childhood Attitudes; *Child Development; Educational Television; Programing (Broadcast); Childhood Interests; Television Teachers

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*Television Research; *Violence; *Changing Attitudes; *Childhood Attitudes; *Early Experience; Television; Television Viewing; Emotional Response; Mass Media; Media Research

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*Caucasian Students; *Childhood Attitudes; *Elementary School Students; Negro Students; *Racial Attitudes; Residential Patterns; *Rural Urban Differences; Television Research; *Television Viewing

27. Sproull, Natalie. Visual Attention, Modeling Behaviors, and Other Verbal and Nonverbal Meta-Commucation of Prekindergarten Children Viewing Sesame Street. American Educational Research Journal; 10; 2; 101-114, Spring, 1973. EJ 075 777.

*Behavioral Science Research; Nonverbal Communication; *Preschool Children; *Reactive Behavior; Television Viewing; Verbal Communication; Verbal Learning; Visual Learning

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*Behavior Development; *Children; Elementary School Students; *Media Research; Models; *Television; *Television Viewing

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*Achievement Gains; Childhood Interests; Early Experience; *Economically Disadvantaged; *Educational Objectives; Instructional Television; Preschool Education; *Preschool Programs; *Television Viewing

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*Childrens Books; Instructional Television; *Language Development; Linguistic Competence; *Linguistic Patterns; Preschool Children; Reading Ability; Reading Skills; *Sentence Structure; *Television

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*Attitude Tests; *Elementary School Students; *Instructional Television; *Student Attitudes; *Television Research

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*Attitudes; *Children; Comparative Education; *Conflict; Current Events; *Early Childhood Education; Educational Research; International Education; Television Viewing; *War

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*Beginning Reading; *Educational Television; *Initial Teaching Alphabet; Kindergarten; Phonics; *Programing (Broadcast); School Districts; *Teacher Educator Education; Teacher Programs; Television Teachers

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*Academic Achievement; Data Analysis; *Elementary School Students; *Grade Point Average; *Intelligence Quotient; Multiple Regression Analysis; *Television Viewing

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*Childhood Interests; *Children; *Elementary Education; Family Life; Individual Development; *Interest; Learning Activities; Learning Experience; Sociocultural Patterns; Television

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Audiovisual Aids; *Audiovisual Instruction; Elementary Education; *English Education; Films; *Photography; Slides; *Teaching Techniques; Television; *Visual Literacy

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Aggression; *Children; Emotional Response; *Mass Media; *Socially Deviant Behavior; *Television; Violence

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Children; Reports; Social Behavior; *Television; *Television Viewing; *Violence

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*Aggression; *Children; *Media Research; Reports; *Television; *Violence

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*Aggression; *Children; *Media Research; Reports; *Television; *Violence

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*Age Differences; *Childhood Attitudes; Early Experience; Environmental Influences; *Television; Television Commercials; *Television Viewing

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Attitudes; *Children; Food; Nutrition; Opinions; *Television; *Television Commercials

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*Elementary School Students; Instructional Aids; *Public Speaking; *Speaking Activities; Student Improvement; *Student Motivation; Television; *Video Tape Recordings

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*Disadvantaged Youth; *Educational Television; Intercommunication; Preschool Children; *Program Effectiveness; Program Evaluation; *Reading Readiness; Tables (Data); Television Research

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*Children; *Childrens Books; Evaluation; *Librarians; Library Material Selection; *Reading Material Selection; *Television Viewing

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Activity Units; *Elementary School Students; *Student Experience; *Student Research; *Teaching Techniques; *Television Commercials

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Attention Span; *Childhood Attitudes; *Educational Television; *Preschool Children; Production Techniques; Program Evaluation; *Television Research; Television Viewing; Test Construction

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*Children; *Commercial Television; *Television Research; *Television Viewing

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*Behavioral Science Research; Data Analysis; Elementary School Students; *Interaction; Males; *Models; Peer Groups; *Television Viewing; *Verbal Communication

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*Aggression; *Behavioral Science Research; *Children; Control Groups; *Imitation; Response Mode; Tables (Data); *Television Viewing; Violence

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*Bibliographies; *Children; *Literature Reviews; *Media Research; *Television

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*Affective Objectives; *Cognitive Objectives; Concept Formation; *Kindergarten Children; Racial Attitudes; *Socialization; *Televised Instruction; Television Viewing

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*Aggression; *Behavior Patterns; Fear; Imitation; *Preschool Children; Self Concept; Television Research; *Television Viewing

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Elementary School Science; Evaluation Techniques; *Instruction; *Mass Media; *Resource Materials; *Scientific Methodology; Sciences; *Secondary School Science; Teaching Methods; Television

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*Disadvantaged Youth; Educational Innovation; *Preschool Education; Preschool Programs; Program Effectiveness; *Program Evaluation; *Televised Instruction; Television Curriculum

Postscript

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